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A GUIDEBOOK ON ADDITIONAL DUTIES AT AFROTC DETACHMENTS
(U) AIR COMMAND AND STAFF COLL MAXWELL AFB AL
J W MORGAN APR 85 ACSC-85-1920

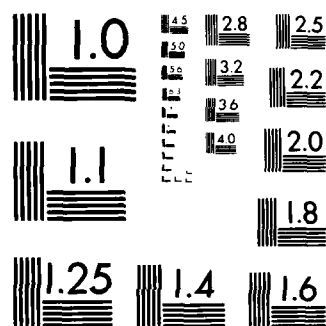
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STUDENT REPORT

A GUIDEBOOK ON ADDITIONAL
DUTIES AT AFROTC DETACHMENTS

MAJOR JERRY W. MORGAN

85-1920

"insights into tomorrow"

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JUL 19 1985

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TITLE A GUIDEBOOK ON ADDITIONAL DUTIES AT AFROTC DETACHMENTS

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Submitted to the faculty in partial fulfillment of
requirements for graduation.

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PREFACE

This handbook is designed for use by HQ AFROTC with the New Instructor Orientation Program (NIOP) and is suitable for reference by newly assigned instructors and detachment commanders. The purpose of this book is to acquaint and familiarize newly assigned instructors with the demands of detachment additional duties at their new duty assignments. The handbook is designed to aid new instructors in transitioning to detachment duties in as effective a manner as possible. Understanding what AFROTC detachment duty is all about and how to approach such duty is the underlying theme of this handbook. The handbook seeks to achieve this by providing guidance on additional duties from a detachment perspective. The handbook will do this by reviewing additional duty requirements that are considered major in terms of direct mission support and duties that are more administrative in nature.

Information contained in the handbook is meant to be applied to all detachments, except for the five AFROTC units at the following institutions due to the nature of their particular programs:

- Det 769 - The Citadel
- Det 809 - Texas A&M
- Det 867 - Norwich University
- Det 875 - Virginia Polytechnic Institute
- Det 880 - Virginia Military Institute

Guidance for detachments at the above military institutions is contained in AFROTCR 53-2.

This handbook relies to a great extent on my four years of AFROTC duty at Kansas State University, AFROTC Detachment 270. During this period, I performed almost every detachment additional duty. I served under two different Professors of Aerospace Studies (who also serve as detachment commanders), two area commandants, and three AFROTC Commandants. I served at three six-week field training encampments in capacities ranging from senior academic instructor to field training officer to Project X program coordinator. Lessons learned from all these experiences and assistance from a number of AFROTC personnel at

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detachment, regional recruiting office, area, and headquarters level, provided an invaluable background for me in preparation of this handbook. The handbook resulted from critiques by AFROTC instructors after completion of the New Instructor Orientation Program (NIOP) and evaluations by Headquarters AFROTC Directorates.

Acknowledgements are in order for the following without whose help this handbook could not have been accomplished:

Major David B. Sutherlin - HQ AFROTC/PA
Major Richard A. Ranker - ACSC/EDPP
Kay L. Morgan - My very supportive wife
And numerous other assists from HQ AFROTC personnel

ABOUT THE AUTHOR

Major Jerry W. Morgan was born on 2 September 1944 in Birmingham, Alabama. He received a BS in Business Administration from San Jose State College in 1972 and a commission through AFROTC. He received an MS in Business Management from Troy State University in 1979. He began his career as a supply operations officer assigned to the 679th Radar Squadron, Jacksonville Naval Air Station in Florida. His next assignment was as material control officer of the 5th Fighter Interceptor Squadron, Aerospace Defense Command at Minot AFB, North Dakota, in 1974. He served a joint service tour with the Defense Logistics Agency at Korat AB, Thailand, in 1975. His other assignments include tours at RAF Bentwaters, England, from 1976 to 1979 and Headquarters Tactical Training, George AFB, California, as Chief Customer Support Branch in 1979. He was assigned to AFROTC Detachment 270, Kansas State University from 1980 to 1984. He served in numerous roles at Kansas State including: Arnold Air Society Advisor, Recruiting Officer, Education and Training Officer, and Commandant of Cadets.

He and his wife, Kay, have four children: Kellie, Janel, James, and Paul. He attended Squadron Officer School in residence in 1977 and Air Command and Staff College in residence in 1984-1985.



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Chapter One

INTRODUCTION

As stated in the preface, this booklet is designed to familiarize new AFROTC instructors with some of the aspects of detachment additional duties. My intent is to provide insight so that your transition to the demands of additional duties is as smooth as possible. I'll begin by reviewing some first steps for you in making the transition.

FIRST STEPS

As soon as you can arrange it, after arriving at your new detachment, I recommend a session with the detachment commander. You need an understanding of the detachment commander's philosophy, priorities, major areas of concern, and exactly what is expected of you in order to get off on the right footing. This is extremely important because of the demands a detachment will place on your time and talents. After you have accomplished this, you can turn your attention to some other important learning areas. Reading will consume most of your time in the first few months of duty. There are many different areas you will review, ranging from policy letters to the self-inspection checklist. I'll review several areas of "must reading" you'll need to do.

AFROTC publishes a bulletin covering such areas as changes to regulations and policies, negative trends noted by Management Effectiveness Inspections, suggestions from the field that can improve detachment operations, and currently available recruiting materials. The bulletin is a vital source of up-to-date information and I encourage you to read current and back issues as soon as you can and in conjunction with the self-inspection guide. Additionally, you will need to read "All Det Letters" on policy distributed by headquarters and area commandant letters on areas of special emphasis.

Each detachment is responsible to an area commandant. Area commandants do not place great demands on detachment commanders as far as letters on policy and procedures. When a letter is received from an area commandant directing certain action, clarifying or emphasizing policy, or requesting information, it is important. Nothing will get you or the detachment commander in hot water faster than failing to respond quickly and accurately to a headquarters or area commandant tasking. I can't emphasize this area enough. Protect yourself and your boss in meeting suspenses. You will develop credibility and a reputation as a good detachment by following this bit of advice.

The last area of reading that I recommend you do early on is the Detachment Operation Instructions (DOIs). These are the "how-to" of putting the detachment commander's policies into action. They are based on local conditions and considerations.

You'll need to know these well, as you'll have to brief many of them to your cadets.

I realize I've provided a lot to read, but it is a necessary starting place in helping you become familiar with a wide range of new duties and terminology.

TERMINOLOGY

A few brief words are needed on terminology. AFROTC is no different than any assignment. It has a jargon all its own but will not be difficult for you to learn. If you review the areas of reading that I've outlined, you'll learn the terminology as you go along. It won't be long before you'll know that COC is Commandant of Cadets, AAS is Arnold Air Society, FIP is the Flight Instruction Program, CSP is the College Scholarship Program, etc. It will take time to become familiar with terms such as these. Detachment personnel will expect you to ask a lot of questions. They realize it will take time for you to become familiar and comfortable with your duties and be able to interface well with other detachment personnel. This is the nature of an AFROTC detachment assignment. You will have to rely on others for the expertise and answers on duties for which you have no direct responsibility.

OVERLAPPING RESPONSIBILITIES

Many officer duties will overlap into other areas of responsibility. For example, as an education officer you'll be evaluating classroom instruction of the other officers. They

will also provide you with material such as tests and lesson plans that you will evaluate and give feedback on. It is essential to work cooperatively with others. This is not always easy, as you will have many demands on you to perform a variety of duties and meet a number of formal and social obligations. Tolerance for and support of other detachment members, both officer and enlisted, are key ingredients in developing a smooth running, successful detachment. Although you are directly responsible only to the detachment commander, your success may well depend on your working relationships with other detachment personnel. Interdependence is a good word to use in describing detachment operations. Remember, interdependence is a key concept in working in a demanding environment with a very small number of people. You must depend on others and others must depend on you as the expert in the duties to which each is assigned.

PITFALLS

There are some potential pitfalls you must avoid in carrying out your additional duties. I've already stressed interdependence and how important it is. This is a potential pitfall area. Working together in a supportive manner and sharing information are critical in such a small operation. A minimum of personal conflict and internal disruption among staff personnel, both officers and NCOs, is very important.

One of your primary objectives at a detachment is to set the highest example possible for the cadets. You are expected to be

the kind of role model that cadets will look up to and want to emulate as officers in the Air Force. Your actions and attitude will be under continuous observation by these intelligent young people. You need to be aware of this when you assume your new duties. What you say and how you say it are also very important. You will be talking with mothers, fathers, aunts, uncles, alumni, faculty, community leaders, high school counselors, and many others about AFROTC. Your words may contribute to the furtherance of AFROTC or detract from the image AFROTC has at the institution, in the community, and in the homes of young people interested in the program. If you are asked questions in areas you don't have answers for, admit it and get the right information. I am aware of several instances where wrong information was provided to prospective cadets and it later came back to affect the credibility of the program. Most potential pitfalls can be avoided by using a common sense approach.

The last pitfall I will discuss concerning additional duties may seem the most obvious, but needs to be said. Your success will depend on how well you perform additional duties. All additional duties are important. You will want to give a priority to performing additional duties that AFROTC SUP I to AFR 123-1 identifies as areas that must be passed satisfactorily. These are direct mission accomplishment areas such as recruiting and education. It is important that you find out what the inspection criteria are, so you can place a priority on your effort in those areas. You must also use the self-inspection

checklist in performing your duties. I believe this is so important that I have reviewed the entire AFROTC self-inspection checklist in preparing this handbook. I have also incorporated many checklist items into each chapter. My objectives in doing this are to emphasize the importance of the program and get you involved in learning the specifics of your new duties. It is easy to become involved with detachment activities and not accomplish the in-depth inspections that you should. To avoid embarrassment and answering lots of inspection discrepancies later, accomplish thorough self-inspections.

READ REGULATIONS CAREFULLY

Before I review major additional duty areas, there is a comment that is necessary and pertains to all duties. In reviewing AFROTC regulations you will see words such as "will" and "should." If "will" is included in a statement, it is directive and good judgment dictates that you carry out the action. A "should" statement is not as directive in nature, but my best advice would be to meet the intent of the should statement. AFROTC regulations provide quite a bit of flexibility and room for innovation and creativity. So you can use your own talents to add to programs in many ways. Don't get caught short, or have your boss caught short, because you failed to carry out requirements explicitly called for by regulations.

WHAT'S IT ALL ABOUT

The recognition you receive from a detachment evaluation may focus on a major area of importance. You will also gain big rewards from additional duties that receive less emphasis. An example is advisor to Arnold Air Society (AAS) or Angel Flight (ANF). The recognition you and the detachment receive on campus, in the community, in local papers, at area, and even headquarters level, can depend a lot on how successful these two organizations are. Area commandants and AFROTC headquarters often look at these internal AFROTC cadet organizations as representing the esprit de corps and professionalism of the cadet corps. Many that excel in the cadet corps receive their basic leadership and training through the detachment's Arnold Air Society (AAS) squadron. It is personally and professionally rewarding to be the advisor of a successful cadet organization such as AAS. The message I have is that additional duties can and do provide tangible rewards for you, the cadets, and detachment. You will have ample opportunity during your AFROTC tour to take on a variety of additional duties. They are all important. Make sure that additional duties that impact on recruiting, education and training, and commissioning, receive your emphasis. Take care of those areas your commander considers the most important. Be a professional in word and performance and you will have a successful, rewarding AFROTC assignment. I'll now turn to some guidance on additional duties and begin in chapter two with Education.

Chapter Two

EDUCATION (AFROTCR 53-2)

Education is a major area of importance for many reasons. It is a major part of the AFROTC mission. Classroom instruction provides the majority of contact time you will have with cadets. It provides a direct means of interfacing with the host institution and establishing support for AFROTC on campus. It also provides a direct means of evaluating cadets. This is a very important aspect of the AFROTC program.

Academic Instructor School (AIS) provided you with an excellent foundation for the duties you will perform as an instructor in such areas as course outlines, lesson plans, and teaching methods.

Instructor duty at the detachment also includes many other educational areas. As an education officer, I recommend you concentrate your first few months on the following:

- Become very familiar with the College Scholarship Program (CSP) and what is required academically of cadets on scholarship
- Find out what you are required to cover with cadets in semester counseling sessions
- Insure that the In-Service Education Program includes all required topics and is well documented
- Become the detachment expert on AFROTC Form 48, "Planned Academic Program," and emphasize it during In-Service Education Program sessions

- Insure leadership laboratory grading procedures are established and understood by all instructors
- Document classroom visits on ATC Form 281 and insure constructive comments and areas for improvement are noted
- Make sure you review all tests prior to use, that tests are properly coded to identify samples of behavior being evaluated, and that a test analysis is conducted after test administration
- Establish a guest speaker program with the host institution
- Insure documentation is maintained on all aspects of the guest speaker program to demonstrate program effectiveness
- Use creative instructional techniques to enhance classroom presentations and instruction effectiveness
- Insure documentation is maintained on all creative instructional techniques used
- Make every effort to obtain host institution credit for summer AFROTC classes
- Insure that emphasis is placed by all instructors on contract cadets fulfilling all math, english, and other requirements by scheduled completion dates
- Insure that the detachment commander establishes policies in Detachment Operation Instructions (DOIs) as required by AFROTCR 53-2
- Insure that all tests, grades, instructor lesson plans, and course plans are maintained on file at the detachment as required by AFROTCR 53-2
- Order all educational materials well in advance of need dates

Chapter Three

COMMANDANT OF CADETS (AFROTCR 53-2)

In the daily operations of a detachment, the Commandant of Cadets is second only to the detachment commander in importance. This is the real "black hat" job at the detachment. You will be responsible for the Leadership Laboratory (LLAB) program and have to make many tough decisions concerning the operation of the cadet corps. You must walk a fine line between assisting and advising cadets on the administration of the LLAB program. Always keep in mind that the cadets are responsible for "running the show."

The following are some recommendations from real world experience:

- Insure the mission directive contains all objectives and tasks described in AFROTCR 53-2
- Get your publications NCO to review cadet publications to insure compliance with Air Force administrative procedures
- Review cadet job descriptions to insure they are realistic and meaningful
- Insist on quality cadet performance reports
- Devote as much time as possible to field training preparation
- Instill pride and insist on proper military courtesy at all times

- Allow cadets the opportunity to make decisions, even a few wrong ones, and carry them out. The LLAB program is a true leadership learning experience and this perspective must be maintained for cadets to mature
- Keep the detachment commander briefed on the good and bad of the LLAB program
- Incorporate the experience of the detachment staff in support of the LLAB program
- Keep the detachment staff briefed on LLAB activities, both formal and informal
- Personally review cadet publications, performance reports, and organizational charts
- Periodically sit in on cadet staff meetings, make constructive comments, and recognize deserving cadets for their work
- Meet with the cadet corps commander weekly to review operation plans, to get an update on cadet activities, and to provide advice/counsel as necessary
- Insist on use of the chain of command concept in the LLAB program and make sure the detachment staff goes through you to the cadet corps on LLAB associated actions
- Insure a cadet appointment and rotation system is implemented
- Insure a cadet promotion system is implemented
- Provide leadership for drill and ceremonies
- Insure cadet orders are published for each LLAB period
- Insure an organizational chart is current and posted where cadets can see it
- Approve all cadet corps positions
- Allow the cadets to select their own staff, but review all selections
- Insure the detachment commander conducts an orientation briefing each year for all AS100 cadets
- Insure all AFROTC cadets wear the prescribed uniform to LLAB

- Closely monitor the cadet physical fitness and weight programs
- Take prompt action on cadets that do not meet weight standards

Chapter Four

RECRUITING (AFROTCR 33-1)

Recruiting is really "where the action is" for many detachments. If you have the opportunity to be assigned as detachment recruiting officer, I recommend you accept it. The success of the detachment will be determined, to a large degree, by the total recruiting results. I say total, because everyone at the detachment must be part of the recruiting effort, including the cadets. The following are recommendations I would make to you as a former detachment recruiting officer:

- Learn all you can about the academic programs offered at your college/university
- Develop a good relationship with technical academic areas such as engineering by working with the professors/counselors and letting them know what AFROTC is about and can offer their students. Make sure they have current scholarship information
- Develop a good working relationship with your regional recruiting office
- Get involved and busy with your detachment recruiting plan as quickly as possible
- Make sure you understand the detachment commander's recruiting priorities and the direction you are to take with the recruiting program
- Involve the cadets as they are one of your best sources of quality leads
- Develop a good relationship with high school counselors and the Air Force Recruiting Service in your area

- Recognize cadets, high school and on-campus supporters, and those in the community that have contributed significantly to your detachment
- Coordinate your recruiting efforts with all affected agencies
- Review recruiting plans/actions in staff meetings
- Take the time to make sure all advertising expenditures are properly authorized and all steps in the maintenance and forwarding of documentation are 100% accurate
- Selectively request and use recruiting materials; headquarters does a super job of supplying your needs in this area
- Make sure you are visible on campus in areas such as student unions for maximum exposure of AFROTC to prospective cadets
- Review your recruiting activities as objectively as possible to determine actual results from your efforts
- Get to know the Liaison Officers in your area and get them involved in supporting your program
- Maintain a contact lead listing system and follow up on prospects
- Develop a Center of Influence (COI) Program to attract quality prospects and involve influential community and campus leaders
- Seek out free advertising such as public service announcements on local radio stations
- Insure aggressive actions are taken in all recruiting efforts to attract quality female and minority prospects into the program
- Emphasize the importance of the cadet recruiting program at LLAB functions, in cadet staff meetings, and in the cadet newsletter

Recruiting is a big job and will take a lot of time and effort, but it is really "where it's at" as far as emphasis and attention at many detachments. As you become comfortable with AFROTCR 33-1, many of the recommendations I have provided will

become more valuable to you. These recommendations are intended to get you going in the right direction and lay a foundation on which you can build and develop expertise in this vital mission essential area.

Chapter Five

SAFETY (AFROTCR 127-2)

AFROTC has established safety as a high priority area of emphasis. AFROTCR 127-1 requires all organizational levels to provide for the safest work environment possible for military personnel, civilian employees, and AFROTC cadets. This is one of the most important additional duties at the detachment. The bottom line is that this additional duty requires strict adherence to policies, regulations, and documentation requirements. This area must receive continued emphasis and support by all detachment personnel. The following are some of the actions that will be accomplished by detachment safety officers:

- Conduct and document required safety inspections on work areas, facilities, and equipment
- Conduct safety briefings for all assigned detachment personnel and cadets before each major holiday
- Conduct monthly safety briefings
- Ensure that supervisors conduct and document Job Safety, Fire Prevention, and Occupational Health Training Briefings
- Conduct safety briefings for all new personnel
- Report all mishaps/incidents as required by AFROTCR 55-2
- Serve as focal point on all safety matters
- Post and distribute safety educational materials
- Maintain a safety management book

- Maintain a safety management book
- Construct and maintain a visible safety bulletin board with all required posters and articles on safety
- Conduct a continuous seat belt program

This additional duty will require attention to detail and continued review. It will be a concern of yours, and the detachment commander, both on the job and after duty hours. There are no short cuts to safety, or your duties as detachment safety officer.

Chapter Six

You can expect to be assigned a variety of duties in addition to the major duties already reviewed. Many are generally not time consuming, but each one can get you into trouble if you don't pay proper attention to detail.

PUBLIC AFFAIRS (AFROTCR 190-3)

Public affairs is a very visible area requiring lots of attention to detail. The following are areas of special importance:

- Detachment news releases in campus/community papers
- The Air Force Hometown News Program
- Cadet newsletters/yearbooks
- Visits by distinguished civilians or officers of flag rank
- Working relationships with campus/community news media

FLIGHT INSTRUCTION PROGRAM (FIP) (AFROTCR 45-11)

The rated officer at the detachment will be the FIP officer and must become very familiar with program administration requirements in AFROTCR 45-11. The following are actions requiring close attention:

- Establish controls to monitor authorized hours of flight instruction

- Maintain close liaison with the Flight School (contractor)
- Closely monitor cadet progress for determinations on elimination or continuance
- Insure all required briefings are properly documented
- Maintain a detailed detachment plan for reporting of accidents
- Closely monitor contractor performance

ARNOLD AIR SOCIETY (AAS) ADVISOR (AFROTCR 45-29)

This is one of the few additional duties that allows you the opportunity to provide the detachment commander with significant examples of your leadership, management, and communicative skills. This area is often looked upon by Area Commandants and AFROTC Headquarters as an indicator of detachment vitality and esprit de corps. The following recommendations are provided for new AAS advisors:

- Stress AAS leadership opportunity to the cadet corps
- Get the detachment commander to visibly show strong interest and support for AAS membership
- Insure AAS members understand objectives and establish achievable goals
- Stress organization and documentation
- Keep the detachment commander informed of progress problems
- Insure that AAS members receive appropriate recognition at LLAB commander calls and through detachment awards programs

AFOQT TESTING (AFROTCR 35-1)

The best you can do in this area is break even. Discrepancies in this area are almost tantamount to losing "Top Secret" documents. I recommend you treat AFOQT test control duties as if you are managing "Top Secret" documents. The following recommendations will aid your transition as Test Control Officer:

- Insure letters of appointment are current and accurate
- Control AFOQT booklets as if your life depended on it
- Follow procedures for forwarding completed answer sheets exactly as specified by regulations
- Confirm all data on answer sheets and test rosters
- Know what constitutes a test compromise

ADMINISTRATION (AFROTCR 45-10)

Administration is a broad area of responsibility pertaining mainly to the maintenance of cadet records. The actual maintenance of records and documentation actions required will be taken care of by the assigned NCOs. You may or may not supervise NCOs directly, but you will interface with them very closely in reviewing cadet records. Many of the documents that go into the cadet records will require action by you. The following are areas you'll want to become very familiar with:

- Interview/counseling forms must be prepared each term on scholarship/Professional Officer Course (POC) cadets
- AFROTC Form 48, Planned Academic Program, must be reviewed each term and appropriate annotations made
- Follow-up action as a result of significant changes to AFROTC Form 48 must be timely and documented

- Up-to-date transcripts must be reviewed in conjunction with term reviews
- Cadets who do not meet retention standards must be identified to insure conditional membership action is taken
- The Student Management Roster must be used as a management tool in reviewing all current data on cadets
- Cadet record reviews must be conducted each term with the appropriate NCO

Cadet records is a must-pass inspection area. You will become intimately involved in reviewing the actions required in the maintenance of cadet records. Get your "hands dirty" and work closely with detachment NCOs in this very important area.

BASE VISIT PROGRAM (AFROTCR 45-11)

This duty can be very time consuming and, at times, frustrating. It can, however, be one of your best recruiting and retention tools by providing cadets an inexpensive and enjoyable trip to an active duty installation. Here are some recommendations in preparing for your first base visit:

- Select an installation that appeals to many cadets so you can justify a request for funding from headquarters
- Give yourself several months of lead time for planning, confirming, etc.
- Contact the base public affairs office as soon as possible to request an itinerary, billeting, etc.
- Obtain written confirmation from the base for your entire itinerary
- Confirm transportation requirements based on number of cadets participating and make sure their commitments are firm
- Contact headquarters for availability of airlift support

- Review other sources of transportation such as POV, rental of buses from institutional sources, or a request to headquarters for commercial transportation
- Insure Federal Employees' Compensation Act (FECA) briefings are accomplished and documented
- Don't hesitate to ask for billeting, messing, tours, and briefings. Don't forget to also view some airplanes and contact some company grade officers to provide a firsthand view of Air Force life

DRILL TEAM ADVISOR (AFROTCR 400-1)

Drill teams are established at many detachments. It is a corps activity outside of the established LLAB program. A detachment officer must be assigned as advisor to review and provide direction for drill team members. Participation in local activities and meets must receive the approval of the advisor. Discretion must be used concerning wearing of cadet uniforms in local activities, or at drill team competitions. Drill teams provide esprit de corps for cadets and can be a very useful recruiting measure.

Equipment for drill teams can be obtained, as described in AFROTCR 400-1, from base supply. These weapons are not considered firearms by AFR 125-37 definition and do not require the same protection and controls. This is a sensitive area, however, and the detachment commander must follow strict control and storage procedures. Be sure to follow the guidance as established in AFROTCR 400-1 and make sure you meet the school's standards as well.

The detachment commander establishes local issue procedures for positive control of rifles at all times. When transported,

rifles will not be openly displayed and will be continually monitored.

Cadets are basically on their own when traveling to competitive meets. Advisors are not sponsored or funded by AFRC TC to travel to meets with cadets. The cadets are not on orders from the detachment and are provided no liability coverage by the Federal Employees' Compensation Act Program.

The demands of drill team membership must not interfere with the institutional academic workload of cadets. The advisor must insure that all members understand the importance of academics and commissioning as the first priority for all cadets.

UNIT WELFARE FUND CUSTODIAN

This duty is not time consuming but will require close attention because it involves an expenditure of funds. Each detachment receives a quarterly check based on the number of eligible personnel assigned. It is important to remember that the funds are for the benefit of all assigned military personnel, including AFIT students. The current guidance for unit welfare funds is contained in a HQ ATC/DPS letter dated 30 December 1983. The subject of the letter is: "Special Morale and Welfare (SM&W) Expenditures, Do/Don't." Follow the guidance in the letter. If you have any questions regarding the propriety of a proposed expenditure, contact the ATC source identified in the letter.

It is important to include all members of the detachment staff in decisions concerning the expenditure of welfare funds.

If you keep this in mind and follow ATC guidance, this duty will pose no problem for you.

CONCLUSION

This guidebook on additional duties has been accomplished to provide insight for new AFROTC instructors. It is intended to help introduce you to detachment additional duties and, more importantly, to provide some direction in the form of recommendations. These recommendations are based on the experiences of many who have served at AFROTC detachments. The guidebook only attempts to address, in general terms, the tip of the additional duty iceberg. There are many other related additional duties you will encounter that I have not covered. The majority of them are administrative in nature. As stated in the introduction, all additional duties are important. It will require a strong effort on your part if the detachment is to successfully accomplish the AFROTC mission of recruiting, educating, training, and commissioning quality officers into the United States Air Force. Avoid the pitfalls that can beset you in performing the additional duties assigned to you. Be positive and give your best effort. You will find that the rewards of AFROTC duty are significant and will benefit you long after your tour of duty is complete.

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